

Additional Information
May 9, 2023 Board Meeting

The following additional information was provided regarding the May 9 Board meeting agenda:

Item 4.a, Purchase Order Listing:

1. P0157078: Please contextualize this purchase. **These are backpacks for the Cypress College LIFE program. They were approved as a line item (under school materials for backpacks, computers, classroom materials, and textbooks) in the Cypress College Rising Scholars grant and were purchased to address a practical need not funded for many of these students, as well as create community and pride for the LIFE/Rising Scholars.**
2. P0157135: Is this a replacement or addition? **These are replacement carts; the current carts are at the end of their reasonable use.**
3. P0157176: Is this for the office space we lease? **Yes, this is the maintenance fee for the rented space for North Orange Regional Consortium for Adult Education offices.**
4. P0157329: Please contextualize this purchase. **Progent Consulting was contracted by Cypress College IT to create online applications for the Health Sciences programs.**

Item 4.c, 2022-23 Budget Transfers:

1. Page 4.c.3: For the tenth budget transfer, please elaborate on the “approved program plans.” What are they? **This Budget Transfer is for the North Orange County Social Entrepreneurship Collaborative (NOCSEC) grant. This transfer is to reallocate the grant budget in Banner with the activities being performed under the program’s objectives. Specifically, this transfer reallocates budget for salary and benefits for the Special Project Director, Educational Services, who has been assigned to oversee this grant. A portion of the funding was initially placed in the capital outlay budget but was later determined not to be needed. The NOCSEC grant is to help develop an entrepreneurship and business bootcamp where participants learn how to take their ideas and create a business; workshops that lead to increased employment skills, and focus on intellectual property, business basics, social impact, and artificial intelligence; and providing access to legal, patent filing, and business formation services.**

Item 4.k, Award RFP for the Development of a District Sustainability Plan:

1. Did the District’s selection committee include staff who have expertise in sustainability? **The selection committee panel included the Fullerton College Director of Sustainability, the Fullerton College Assistant Project Manager, and the District Facilities Director who are probably some of the more knowledgeable staff on sustainability. One of the reasons for the RFP was to bring in expertise to assist the District with the implementation of the sustainability BP/AP 3580.**

Item 5.a, Cypress College Curriculum:

1. Page 5.a.4: What does “FSA” stand for? It’s mentioned in the justification for KIN 150 AC. **FSA refers to Faculty Service Area and is defined in the California Education Code as the faculty qualification to teach a specific course or discipline.**

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Item 5.b, Fullerton College Curriculum:

1. Some of the justifications mention the effort to “coincide with the same course at Cypress.” How many courses do not align with the campus? **Fullerton College cannot provide an exact number at this time, however, every proposal approved by Fullerton College Curriculum Committee invites feedback from Cypress College and NOCE and is embedded into a multiple-step approval process. Fullerton College has appreciated collaborative dialog with Cypress College and NOCE, but it should be mentioned that each campus has its own curriculum, and its own method of developing, evaluating, and approving curriculum. All share the same Class Size Planning and Resource Document, and follow Title 5 and the expected components of the course outline of record, as outlined in the Program and Course Approval Handbook, 8th edition. Fullerton College welcomes discussion with Cypress College, but both colleges share a mutual respect for each campus’s right to design course content, methods of instruction and evaluation, and assignments that reflect campus interest. There is not the expectation to create identical, or shared, course outlines of record.**

2. Is this a conversation that is taking place with other departments? **Many Fullerton College courses must have similarity, even reflect equivalency, with C-ID descriptors, other community college courses and lower-division transfer courses. As the state of California adopts a singular transfer pathway (CalGETC), conversations about alignment will continue, and become even more important over the next several years. The Fullerton College Curriculum Committee looks forward to conversations about these and other matters with Cypress College and NOCE.**

3. Pages 5.b.3-5.b.18: The justification mentions recommendations from an automotive advisory committee. How much collaboration exists between Cypress and Fullerton? **There is collaboration between Cypress College and Fullerton College in the area of automotive technology as well as collaboration across all the Orange County automotive college programs. In conducting course number revisions for the Fullerton College Automotive Technology Department, a review of the Cypress College Automotive CORs was completed. This was done to identify similarities between Fullerton College auto course offerings and Cypress College auto course offerings. Automotive instructors from both colleges have participated in California Automotive Teachers Association conferences, occasional automotive events, Strong Workforce training sessions, and regional advisories such as Vital Link. The main collaboration concerning renumbering (aside from the advisory committee recommendation) was regarding the proposed 100-Level courses satisfying the lower division requirement for the B.S. in Automotive Technology offered at Rio Hondo College. The proposed 100-level FC Auto Courses will satisfy the lower division coursework for the B.S. in Automotive Technology enabling Fullerton College automotive students the ability to transfer to pursue the four-year degree at Rio Hondo College. From a curriculum standpoint the programs are somewhat different; the Cypress program is a Toyota T-Ten program which is brand specific to Toyota while Fullerton College has a general automotive program. Students get to see a variety of vehicles and the program does not operate under the guidance of Toyota. Students go to work at Honda, Lexus, Mercedes, Tesla, and many independent facilities.**

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4. Page 5.b.32: Has the campus considered renaming the English as a Second Language degree? **Fullerton College has two certificates and the department carefully considered the titles of both with no one suggesting title changes throughout the 11-step curriculum approval process.**

Item 5.d, CCAP Dual Enrollment Agreement with the Anaheim Union High School District:

1. What is the thought process of offering Spanish courses? Aren't these courses already offered at the school? **The request for Spanish courses came directly from the Anaheim Union High School District in an effort to expand their program offerings. Fullerton College is accommodating their needs and expand college access to their students.**

Item 5.e, CCAP Dual Enrollment Agreement with Brea Olinda Unified School District:

1. Are any of these courses offered at any of these schools? **The agreements are designed so that if a course is approved for one site, it can potentially be opened to all sites within that district. The partner districts determine which sites will offer the courses.**

Item 5.f, CCAP Dual Enrollment Agreement with Fullerton Joint Union High School District:

1. Are any of these courses offered at any of these schools? **The agreements are designed so that if a course is approved for one site, it can potentially be opened to all sites within that district. The partner Districts determine which sites will offer the courses.**

Item 5.h, EEO Innovations Best Practices Award Grant:

1. How much collaboration or consultation was made with staff affinity groups? **Sergio Banda, with the Latino Faculty and Staff Association), and Drs. Annette Letcher and Virgil Adams, both with the Black Faculty and Staff Association, worked alongside District personnel on the EEO application. The State Chancellor's Office held a bidder's conference on January 23, during which the team joined to gather more information about the grant application, and then had their first meeting as a team on January 27. The team, along with Lisa King, presented the grant opportunity to Chancellor's Staff on February 1. The team met two additional times, had access to the Teams folder that contained the application and budget, and contributed to the written narrative. The staff voices were instrumental in the pre-hiring intervention program that was funded.**

Item 5.i, NextUp Program Grant Awards:

1. Do we already collaborate with the follow entities: Orangewood Foundation, CASA, or Foster Love? **The Cypress College website includes information on Orangewood Foundation under their Financial Aid webpage for Homeless and Foster Youth Services. The website also lists the County of Orange Social Services for Foster Youth Services, California Community College Foster Youth Success Initiative (FYSI), CSUF's Guardian Scholars Program, Orange County 2-1-1, and StandUP for Kids. However, there is no mention of CASA or Foster Love. Fullerton College has an extensive webpage dedicated to Foster Youth Services which details information on Orangewood Foundation and CASA. The webpage also mentions United Friends of the Children, THP= Transitional Housing, and OC United, but no mention of Foster Love.**

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Item 6.a, Academic Personnel:

1. What is “Ascend Communities of Practice-Day of Reflection” about? **Ascend is a student engagement pilot Cypress College has been participating in with UC Davis. Faculty are trained to use this engagement software and participate in a faculty inquiry group (Day of Reflection) throughout the semester. The stipend is for this training. More information is available in Dr. Schilling’s Board report which includes a new research paper from UC Davis about this program and its positive effect on building a sense of belonging in the classroom.**

Item 6.c, Professional Experts:

1. What is “CORE Summer 2023 Cohort Prep” about? **CORE stands for Course Redesign and is a culturally relevant curriculum training for faculty now in its fourth cohort at Cypress College. This professional development opportunity provides the opportunity for faculty to rethink their course outlines and syllabi through a culturally responsive lens and is what the state is now incentivizing other colleges to do in the classroom. The faculty receiving professional expert pay are leading and preparing for this training which will be held in July 2023.**
2. What does “TAP” stand for? **TAP stands for Technical Assistance Provider.**